Wright Group/McGraw-Hill Education Publishing Group

As Publishers of *Everyday Mathematics,* Wright Group/McGraw-Hill supports the goals of the Department of Education's mathematics and science initiatives in the following ways.

Everyday Mathematics Program Overview
Wright Group is proud to publish *Everyday Mathematics,* an enriched, research-based mathematics curriculum developed by the University of Chicago School Mathematics Project (UCSMP) that meets and exceeds the NCTM-based standards. The K-6 *Everyday Mathematics* curriculum encourages teachers and students to go beyond arithmetic—to explore more of the mathematics spectrum by investigating data analysis, probability, geometry, measurement, and algebra. The program is organized into six strands that provide a rich yet balanced curriculum throughout the grade levels. *Everyday Mathematics* is an ambitious curriculum in which students develop mathematical ideas in greater depth each year. Each grade level builds upon and extends concepts and skills so that children approach each new challenge from a firmly established foundation.

Content Strands:	Operations & Computation	Numeration
	Patterns, Functions & Algebra	Data & Chance
	Measurement & Reference Frames	Geometry

Research Basis
Everyday Mathematics is aligned with the specifications defined by the No Child Left Behind Act of 2001. The program and corresponding scientifically-based research involved the application of rigorous, systemic, and objective procedures to obtain reliable and valid knowledge relevant to educational activities and programs.

Everyday Mathematics was developed by the University of Chicago School Mathematics Project (UCSMP), and is based on the authors' own academic research into young children's mathematical abilities, as well as mathematics education research. Furthermore, *Everyday Mathematics* was originally created in a process of systemic field-testing and revision that lasted from 1986 to 1996. UCSMP produced a series of formative evaluation studies based on these field tests, which were then used to inform the revision and publication of the program. Summative evaluation studies of *Everyday Mathematics* were carried out by UCSMP as each grade was completed. Many of these summative evaluation studies have been published in peer-reviewed literature.

Since publication of *Everyday Mathematics,* numerous learner-verification studies have been carried out by researchers at UCSMP, by independent researchers, and by schools and districts using the program. A five-year longitudinal study of the curriculum was designed and conducted by researchers at Northwestern University. This longitudinal study used observational methods, written items, student and teacher interviews, surveys, and collected artifacts of student performance. The written test included items designed specifically for the longitudinal study as well as items drawn form the National Assessment of Educational Progress (NAEP), from international studies of student achievement, and from research literature. Scientific groups other than the UCSMP and the Northwestern teams have also carried out empirical studies of *Everyday Mathematics.* The most important of these are Briars and Resnick (2000), Noyce and Riordan (2001), and Woodward, Baxter, and Olson (2001). The research across all studies informed both the initial creation and the revision of the curriculum.

For a comprehensive list of *Success Stories, Student Achievement Studies,* and articles on evidence of the effectiveness of *Everyday Mathematics* in schools nationwide, please go to www.sra4kids.com/product_info/math/math_resources.phtmal. Contact the Wright Group/McGraw-Hill for printed copies.

Teacher Education and Professional Development
Wright Group/McGraw-Hill is committed to supporting the *Everyday Mathematics* curriculum with quality teacher training and professional development. The Teacher Education and Teacher Learning Exchange Departments of the Wright Group share the responsibility of providing effective training models for schools and districts using the *Everyday Mathematics* program. These departments currently have a cadre of over 400 teacher consultants who have received specialized training enabling them to provide consultant services for new and experienced teachers using the *Everyday Mathematics* curriculum.